

Reception Curriculum Map 2026-2027

In the EYFS, planning will be adjusted according to the interests and needs of the children.

Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things



	Autumn 1 – 7 weeks	Autumn 2 – 8 weeks	Spring 1 – 6 weeks	Spring 2 - 6 weeks	Summer 1 – 5 weeks	Summer 2 – 7 weeks
Possible Themes	Magnificent Me! (Link to KS1 theme) 	Sparkle and shine! (KS1 Fire! Fire!) 	Go Wild! (KS1 Penguins, Possums and Pigs) 	Once upon a time! (KS1 Family Album) 	Sowing a Seed (KS1 Growth and Green Fingers) 	Go Getters! (KS1 The Great Outdoors) 
The Big Question	How am I special?	How do people celebrate special times?	Where do penguins live?	What makes a good story?	How can I care for nature?	What should I pack in my case?
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes Superheroes	Bonfire Night Remembrance Sunday Diwali Advent & Christmas Fire Engines People who help us Celebrations	Animals Polar/ Hot regions of the world Marine life Fossils – Mary Anning Dinosaurs Chinese New Year	Investigating a crime scene - who did it? Exploring the settings for different stories. Traditional stories Building dens / houses using different materials. Which one is strongest / waterproof? How can we check?	Lifecycles of a plants and minibests Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animals on the Farm Night and day animals Making fruit kebabs	Off on holiday / clothes Where in the world shall we go? Send me a postcard! Maps (Treasure maps) Seaside art Shells Transition into Year 1
Cultural capital and enrichment	School tour Harvest Buddies Library visit Fire Engine Visit Guide Dog visit	Christmas Church Service Gawthorpe Hall visit Christmas Fair Nativity Pantomime Fire Brigade visit Remembrance Service Visitor for Diwali	Chinese New Year Valentine's Day Swimming – Pop Up Pool STEM and Science Week	Pancake day World book day Mothers day Fairytale day St George's Day Easter	Forest school at Thorneyholme Garden Centre Bee Keeping	Trip to Outdoor Elements Transition activities
Roleplay areas	Home corner Building site outside Doctor's Surgery	Home corner- Party/ Christmas theme Fire Engine in outdoor area	Polar Explorer	Three Little Pigs houses outside Red Riding Hood's Cottage/ Beanstalk and Castle	Vets Garden Centre outside	Ice cream shop/ Beach/ Souvenir shop outside Home corner – pack for hols?

Characteristics of Effective Learning

Playing and Exploring

Children investigate and experience things and 'have a go'.

I can make choices and explore different resources and materials.

I can recognise that my actions have an effect on the world, so I like to repeat them.

I can plan and think ahead about how I will explore or play with objects.

I can make independent choices.

I can guide my own thinking and actions by talking to myself as I play.

I can bring my own interests and fascinations into early years settings.

I can respond to new experiences when they are brought to my attention.

Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

I can begin to predict sequences because I know routines.

I can participate in routines.

I can show goal-directed behaviour.

I can keep on trying when things are difficult.

I can begin to correct my mistakes.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

I can take part in simple pretend play.

I can sort materials.

I can review my progress as I try to achieve a goal and check how well I am doing.

I can solve real problems.

I can use pretend play to think beyond the 'here and now' and to understand another perspective.

I can feel confident about coming up with my own ideas.

I can make more links between my ideas.

I can concentrate on achieving something that is important to me.

I can give my attention to tasks and ignore distractions with increasing control.

Personal, Social and Emotional Development

EYFS Statutory Educational Programme:

Children's Personal, Social and Emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Statutory ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Statutory ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Statutory ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

Personal, Social and Emotional Development

Self-regulation

Managing Self

Building Relationship

Jigsaw PSHE Scheme

Colour Monsters Book and Associated Resources

We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Recognise that we are an important person in our class.	Recognise that we are an important person in our class and school.	Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth.	Consider and talk about how others may be feeling or what they might be thinking during different activities.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.
Be a good friend to others and know what that means and involves.	Be a good friend to others and know what that means and involves.		Explain the reasons for rules, know right from wrong and try to behave accordingly. (ready, respectful, safe)		Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Manage own needs e.g. fastening coat, putting on shoes.	Begin to identify and moderate own feelings socially and emotionally e.g Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves	Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.	Work and play cooperatively and take turns with others.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	
Develop confidence to try new activities and show independence. (link with challenges in provision)	Think about the perspectives of others. Eg how do you think X feels when this happens?	Form positive relationships with adults and friendships with peers.	Show sensitivity to their own and to others' needs.	Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Identify and name emotions. Link book character's emotion to own experiences	Manage our own personal hygiene including going to the toilet and washing our hands.	Manage own self-care needs.	Identify and moderate own feelings socially and emotionally		
Begin to set own goals and show resilience and in the face of challenge. (link to characteristics of success)			Continue to see self as a valuable individual.		
Become independent when managing our own personal hygiene, including going to the toilet and washing our hands.					

Physical Development

EYFS Statutory Educational Programme:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Statutory ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Statutory ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Physical Development	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Gross Motor Skills Fine Motor Skills	Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity. Consolidate tripod grip. Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, in the school's extended outdoor grounds and during PE sessions. Developing ability to control a ball without using hands. Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	Continue to refine the fundamental movement skills they have already acquired Develop overall body-strength, balance, co-ordination and agility. Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. Link sequences of movement with confidence, control and fluency.	Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.
PE lessons twice a week from Burnley FC focusing on FMS 'Dough Disco' and 'Squiggle whilst you Wiggle' for fine motor strength.	Throughout the year we will... Take part in 'funky fingers' activities so that we can use a range of tools with care, control and confidence. 'Dough Disco' and 'Squiggle whilst you Wiggle' will be used to develop the fine motor skills needed for handwriting plus the Monster Phonics handwriting scheme. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					

Communication and Language

EYFS Statutory Educational Programme:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Statutory ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Statutory ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Communication and Language	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Listening, attention and understanding	Understand how to listen carefully and why listening is important.	Connect one idea to another using a range of connectives.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Engage in non-fiction books about animals, learning and using new vocabulary from them.	Use new vocabulary in different activities and areas of learning.	Engage in non-fiction books about transport, learning and using new vocabulary from them.
Speaking	Ask questions to find out more and to check we understand what has been said to us.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Make comments about what they have heard and ask questions to clarify their understanding	Begin to understand humour e.g. nonsense rhymes / jokes	Engage in non-fiction books about 'People who Help Us', learning and using new vocabulary from them.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
(Use the ShREC approach to support strong interactions)	Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names)	Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Describe events in some detail. (linked to books eg life cycle)	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Understand humour more readily e.g. nonsense rhymes/jokes
Oracy Progression Document	Say "Good morning", and other social phrases, to friends and adults.	Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?)		Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week.)	Use new vocabulary in different contexts	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Take part in whole class and small group story times.	Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts		Develop and use social phrases with confidence (e.g. let's play this together.)	Ask questions to find out more and to check they understand what has been said to them.	Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.
	Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?				Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences)	

Literacy - Reading						
EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
Statutory ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.			Statutory ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.			
Literacy (See 50 recommended reads for Reception below) 'Drawing Club' by Greg Bottrill is used as the basis of Literacy sessions.	No-Bot by Sue Hendra Colour Monster Non-fiction Range of Non-Fiction linked to the theme You Can't Taste a Pickle with Your Ear! by Harriet The Listening Walk by Paul Showers and Aliki My Five Senses by Aliki Poetry/Rhymes and Songs Jumpstart Poetry by Pie Corbett. I'm a little Robot by Robert Hiedbreder on the Rableather website Heads, Shoulders, Knees... This Is the Way We Wash Our Hands by Ellie Bethel Betsy <u>Additional Texts:</u> All are welcome The invisible string I love me Super Duper You Our skin Elmer The Great Big Book of Families Supertato My Mum is a superhero A superpower like mine Eliot midnight superhero The Big Bad Wolf and the Robot Pig by Laura North and Kevin Cross. The Robot Book by Heather Brown. Harry and the Robots by Ian Whybrow. You Can't Taste a Pickle with Your Ear! by Harriet The Listening Walk by Paul Showers and Aliki My Five Senses by Aliki Happy and Healthy Books The Burpee Bears by Joe Wicks Busy People: I Want to Be... a Doctor by Becky Davies	Zog – Julia Donaldson Princess and the Dragon Non-fiction Range of Non-Fiction linked to the theme Busy People: Firefighter by Lucy M. Ge Night Animals (Campbell First Explorers Day and Night by Lela Nargi Poetry/Rhymes and Songs Jumpstart Poetry by Pie Corbett. Sing a Song of Sixpence Mary Had a Little Lamb Five Little Speckled Frogs Down in the Jungle 5 Little Snowmen <u>Additional Texts</u> Where the Wild Things Are Anansi the Spider Wild Animals (Campbell First Explorers) Counting Creatures by Julia Donaldson Creature Features: 25 Animals Explain Why They Look the Way They Do by Steve Jenkins and Robin Page Penguin Small by Mick Inkpen Meerkat Mail by Emily Gravett Who's Hiding Here? (series) by Katharine McEwen Ridiculous! by Michael Coleman Winter Sleep: A Hibernation Story Hibernation by Robin Nelson Polar Animals by Wade Cooper Polar Regions by Steve Parker Big Cat - Arctic Life by Sean Callery Seals by Emily R. Townsend The North Pole and the South Pole by Pierre Winters Handa's Surprise We're Going on a Lion Hunt The Lion Who Wanted to Love Giraffes Can't Dance	Lost and Found – Oliver Jeffers Perfect Pet Non-fiction Range of Non-Fiction linked to the theme Poetry/Rhymes and Songs Jumpstart Poetry by Pie Corbett. Sing a Song of Sixpence Mary Had a Little Lamb Five Little Speckled Frogs Down in the Jungle 5 Little Snowmen <u>Additional Texts</u> Where the Wild Things Are Anansi the Spider Wild Animals (Campbell First Explorers) Counting Creatures by Julia Donaldson Creature Features: 25 Animals Explain Why They Look the Way They Do by Steve Jenkins and Robin Page Penguin Small by Mick Inkpen Meerkat Mail by Emily Gravett Who's Hiding Here? (series) by Katharine McEwen Ridiculous! by Michael Coleman Winter Sleep: A Hibernation Story Hibernation by Robin Nelson Polar Animals by Wade Cooper Polar Regions by Steve Parker Big Cat - Arctic Life by Sean Callery Seals by Emily R. Townsend The North Pole and the South Pole by Pierre Winters Handa's Surprise We're Going on a Lion Hunt The Lion Who Wanted to Love Giraffes Can't Dance	Range of Traditional Tales Non-fiction Range of Non-Fiction linked to the theme Poetry/Rhymes and Songs Traditional nursery rhymes Jumpstart Poetry by Pie Corbett. Rain rain go away <u>Additional Texts</u> The Gingerbread Man The Three Little Pigs The Little Red Hen Goldilocks Rapunzel: A Rebel Fairytale The three little pigs There is no dragon in this story Little Red: A Rebel Fairytale Michael Recycle A Stroll Through the Seasons by Kay Barnham is Here! by Heidi Pross Gray Rhymes You Are My Sunshine Mr Golden Sun Block 16 – Happy and Healthy Books The Runaway Pea by Kjarntan Poskitt Which Food Will You Choose? by Claire Potter The Burpee Bears by Joe Wicks Busy People: Doctor by Lucy M. George I Want to Be... a Doctor by Becky Davies Songs and Rhymes Bananas Unite This Is the Way We Wash Our Hands by Ellie Bethel Betsy Rain by Sam Usher Grandpa's Quilt by Betsy Franco and Linda A. Bild	Peter Rabbit The Enormous Turnip Non-fiction Range of Non-Fiction linked to the theme Poetry/Rhymes and Songs Jumpstart Poetry by Pie Corbett. Peter Rabbit song Wiggly Woo There's a Tiny Caterpillar on a Leaf Little Arabella Miller <u>Additional Texts:</u> The Tiny Seed The Extraordinary Gardener I Will Not Ever, Never Eat A Tomato What the Ladybird heard The Very Hungry Caterpillar Aggh Spider! The great pet sale The girl who loves bugs A Seed in Need by Sam Godwin Ben Plants a Butterfly Garden by Kate Perry The Tiny Seed by Eric Carle Titch by Pat Hutchins Ten Seeds by Ruth Brown Jasper's Beanstalk by Nick Butterworth A Seed is Sleepy by Dianna Aston Sunflower House by Eve Bunting Jack and the Beanstalk by Iona Treahy Amazing Science: Plants by Sally Hewitt All About Plants by Peter Riley Seeds by Patricia Whitehouse My First Book About How Things Grow by Felicity Brooks How a Seed Grows by Helen J. Jordan Bird Builds a Nest: A Science Storybook about Forces Which Food Will You Choose? by Claire Potter	Maisie Goes Camping by Lucy Cousins. Non-fiction Range of Non-Fiction linked to the theme Poetry/Rhymes and Songs Jumpstart Poetry by Pie Corbett. Ring a Ring a Roses. Here we go Round the Mulberry Bush. In and Out the Dusty Bluebells. Oranges and Lemons. There's a Hole in My Bucket Row, Row, Row Your Boat Wind the Bobbin Up <u>Additional Texts</u> Martha Maps it Out Clean Up Lighthouse Keeper's Lunch Billy's Bucket Commotion in the Ocean Pirates love Underpants The Night Pirates Boris Goes Camping by Carrie Weston. Percy the Park Keeper by Nick Butterworth. The Scarecrows Wedding by Julia Donaldson. Stuck by Oliver Jeffers Charlie's Boat by Kit Chase Brilliant Boats by Tony Mitton and Ant Parker And Everyone Shouted, "Pull!" by Claire Llewellyn Magnet Max by Monica Lozano Hughes Bird Builds a Nest: A Science Storybook about Forces

Diversity Texts (To be incorporated throughout the year during story time sessions)	BAME	Cultural Diversity	Neurodiversity	Physical Disabilities	Different families	
	So much Shine Lulu’s first day Baby goes to market Mommy saying Full, full full of love Maisie’s Scrapbook Jabari jumps	The big book of families Maisie’s scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin’s Grandpa Hats of Faith	Through the eyes of me Loud A Friend for Henry We’re all wonders Incredible you I see things differently Because What makes me a me?	Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don’t call me special Happy to be me Millie gets her super ears	Two Homes My pirate mums Love makes a family The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies	
Comprehension	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Word Reading	<u>Comprehension</u> Children will independently look at a book, hold it the correct way and turn pages.	<u>Comprehension</u> Children will engage and enjoy an increasing range of books.	<u>Comprehension</u> Children will act out stories using recently introduced vocabulary.	<u>Comprehension</u> Children will be able to talk about the characters in the books they are reading.	<u>Comprehension</u> Children will retell a story using vocabulary influenced by their book.	<u>Comprehension</u> Children will be able to answer questions about what they have read.
Writing	<u>Word Reading</u> Children will segment and blend sounds together to read words.	<u>Word Reading</u> Children will begin to read captions and sentences.	<u>Word Reading</u> Children will recognise taught digraphs in words and blend the sounds together.	<u>Word Reading</u> Children will read words containing tricky words and digraphs	<u>Word Reading</u> Children will read longer sentences containing phase 4 words and tricky words.	<u>Word Reading</u> Children will read books matched to their phonics ability.
	<u>Writing</u> Children will give meanings to the marks they make.	<u>Writing</u> Children will form letters correctly	<u>Writing</u> Children will write words representing the sounds with a letter/letters	<u>Writing</u> Children will write labels/phrases representing the sounds with a letter/letters	<u>Writing</u> Children will write words which are spelt phonetically	<u>Writing</u> Children will write simple phrases and sentences using recognisable letters and sounds.
Throughout the year we will...						
Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.						

Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th _(v) th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of ASSESSMENT 1	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	ASSESSMENT 2
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so ASSESSMENT 3	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children ASSESSMENT 4
TERM 3	CVCC	CCVC	CVC+ with previously taught graphemes	CVC+ with previously taught graphemes	CCVCC	CCVCC	CVC+ polysyllabic	CVC+ compound words	CCC onset words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could ASSESSMENT 5

Mathematics

EYFS Statutory Educational Programme:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Statutory ELG: Number:

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Statutory ELG: Numerical Patterns:

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Mathematics

White Rose Maths
Scheme with small steps

Yearly overview

Overview with suggested weekly timings. Block titles are clear and show progress through number and spatial reasoning.

Early blocks focus on use of provision to support key early maths and routines.

The first 2 weeks are for you to get to know children, develop routines and give you the flexibility to complete baseline assessments.

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you	Match, sort and compare	Talk about measure and patterns	It's me 1, 2, 3	Counting and arranging	1, 2, 3, 4, 5	Shapes with 4 sides					
Spring	Alive in 5	Mass and capacity	Growing 6, 7, 8	Length, height and time	Building 9 and 10	Explore 3-D shapes						
Summer	To 20 and beyond	How many more?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map	Make connections	Consolidation					

Consolidation weeks allow for a degree of flexibility in the suggested block lengths or to consolidate learning based on the needs of your children.

Content is consolidated so all concepts are explicitly taught before assessment for ELG.

Subitising is taught both perceptually and conceptually through the blocks. Concepts such as doubling and 1 more / 1 less is focused on in the progression of the numbers.

Understanding The World	
EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	
Statutory ELG: Past and Present: Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Statutory ELG: People, Culture and Communities: Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	Statutory ELG: The Natural World: Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Understanding the World Past and Present People, Culture and Communities Natural World	Our History questions How have I changed? Who is in my family?	Our History questions What was Christmas like a long time ago?	Our History question Who was Mary Anning?	Our History questions How do my grandparents celebrate their birthday? Did they play with the same toys?	Our History question Were there doctors and nurses a long time ago?	Our History question How have vehicles changed?
	Our Geography question Where in the world do I live?	Our Geography questions What is it like in London? Is it similar to Sabden? (Links to KS1 Fire Fire Unit)	Our Geography question Where do animals live?	Our Geography question How do other people celebrate?	Our Geography question What should I put in a map of my school grounds?	Our Geography question What should I pack to go on holiday to a hot/cold place?
	Our Science questions What are my senses? Who helps me to keep my body healthy?	Our Science questions What is changing outside as the seasons change? What is the weather like today?	Our Science question How are animals the same and different?	Our Science question What is the best material to make a den?	Our Science question What do I need to do to help my seed to grow?	Our Science question What is happening to my ice lolly?
	Throughout the year we will... Explore the natural world around us and talk about what we see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around us.					

Expressive Arts and Design

EYFS Statutory Educational Programme:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Statutory ELG: Creating with Materials:

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role-playing characters in narratives and stories.

Statutory ELG: Being Imaginative and Expressive:

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Expressive Art and Design	Art question Can I identify and incorporate a variety of colours in my artwork?	Art question How will I print my own celebration wrapping paper?	Art question Which artists have painted pictures of animals? Can I try to create my own?	Art question Can I create a self-portrait using different materials?	Art question How can I use what I find in the outdoors to create a picture?	Art question Which artists have painted pictures of the seaside?
	DT question Can I create a memory box?	DT question How will I create a model of an emergency vehicle? What do I need to create a Christmas decoration?	DT question How will I create a 'fossil'?	DT question How will I build a den?	DT question How will I make a fruit kebab?	DT question How will I make a fruit smoothie ice lolly?
Music Charanga	Charanga unit- Me!	Charanga unit- My Stories	Charanga unit- Everyone!	Charanga unit- Our World	Charanga unit- Big Bear Funk	Charanga unit- Reflect, Rewind and Replay
Religious Education Lighting the Path Scheme (Other Faith Units included this year: Judaism, Islam and Hinduism)	Branch 1 Creation and covenant	Branch 2 Prophecy and promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to garden	Branch 5 To the ends of the Earth	Branch 6 Dialogue and encounter
PE	Fundamental Movement Skills through Burnley FC Coaching including Dance Units					

PSHE (Jigsaw)	Being Me in My World 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
British Values Where this might be seen in EYFS:	<u>Mutual respect</u> Sharing outside area; School rules; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities	<u>Mutual Tolerance</u> In addition to previous: Anti-bullying week; Faith days; Celebrations from all cultures; Children in Need	<u>Rule of law</u> In addition to previous: School rules; Class rules; Encouraging cooperation; Reception and KS1 working as one class; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	<u>Individual liberty</u> In addition to previous: Teaching in our RE and; Exploring our differences; How we are all unique;	<u>Democracy</u> In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;	<u>British Values</u> In addition to previous: Our World- RE topics
Parents in Partnership	• 'New to Reception' Information Meeting • 'Settling in' school visits • Nursery/ home visits • Meet the Teacher – start of school year. • Communication and daily dialogue before/ after school/ via email • Regular communication about children's learning via Class Sways, Newsletters and Social Media • Workshops – Phonics training, Incredible Years training • Parents encouraged to attend Celebration Assemblies/ Mass with the children • Parent and child lunches • Open door policy • Parents' Evenings and Reports • Supporting on visits and trips • Parents encouraged to share 'wow' moments from home					
Assessments	• Statutory Baseline and St Mary's own baseline assessment on entry. • Interactions and observations of the children inform daily assessments and identify next steps. • Ongoing formative assessments using the LPDS Key Learning Documents (linked to Birth to 5 Matters and Development Matters) to plan next steps and plug gaps. • Monster Phonics and White Rose Maths assessment checkpoints. • Interventions provided as needed • Half termly tracker updated and analysed. • EYFS Profile completed at the end of Reception – transition into Y1 is seamless.					



50 Recommended Reads for...

Reception (ages 4-5)

✓ Which ones have you read?

Favourite Characters

- ☐  **Supertato**
Sue Hendra & Paul Linnet
- ☐  **Elmer**
David McKee
- ☐  **Zog**
Julia Donaldson & Axel Scheffler
- ☐  **Tiny Toot**
Barry Falls
- ☐  **The Colour Monster**
Anna Llenas
- ☐  **Oi Frog!**
Kes Gray & Jim Field

Funny Books

- ☐  **Hank Goes Honk**
Maudie Powell-Tuck & Duncan Beedie
- ☐  **Donut Touch**
Seb Davey & Alex Willmore
- ☐  **We Catch the Bus**
Katie Abey
- ☐  **The Full Stop That Got Away**
Laura Baker & Nathan Reed
- ☐  **Ten Fat Sausages**
Michelle Robinson & Tor Freeman

Gentle Adventures

- ☐  **Priya Mistry and the Paw Prints Puzzle**
Babita Sharma & Ali Pye
- ☐  **The Boy Who Sailed the World**
Julia Green & Alex Latimer
- ☐  **Jabari Tries**
Gaia Cornwall
- ☐  **The Boy and the Octopus**
Caryl Lewis & Carmen Saldana
- ☐  **Farah Loves Mangos**
Sarthak Sinha

Animal Stories

- ☐  **Augustus and His Smile**
Catherine Rayner
- ☐  **Mr Norton's New Hat**
Huw Lewis Jones & Corey Egbert
- ☐  **How Long is that Dog?**
John Bond
- ☐  **There's a Tiger on the Train**
Mariesa Dulak & Rebecca Cobb
- ☐  **Gigantic**
Rob Biddulph
- ☐  **Pumpkin Soup**
Helen Cooper

Classic Books

- ☐  **The Amazing Mrs Pepperpot**
Alf Proysen & Hilda Offen
- ☐  **Dogger**
Shirley Hughes
- ☐  **On the Way Home**
Jill Murphy
- ☐  **The Giant Jam Sandwich**
Janet Burroway & John Vernon Lord
- ☐  **You Choose**
Pippa Goodhart & Nick Sharratt

Stories about Community and Making a Difference

- ☐  **Luna Loves Gardening**
Joseph Coelho & Fiona Lumbers
- ☐  **Picopaco**
Mocculere & Mojca Novak
- ☐  **Clean Up!**
Nathan Bryon & Dapo Adeola
- ☐  **Papa's Butter Chicken**
Monica Saigal & Abeeha Tariq

Inclusive Stories

- ☐  **The Girl at the Front of the Class**
Onjali Q. Rauf & Pippa Curnick
- ☐  **Mama Car**
Lucy Catchpole & Karen George
- ☐  **Listening to the Quiet**
Cassie Silva & Frances Ives
- ☐  **Super Duper You**
Sophy Henn
- ☐  **Little Glow**
Katie Sahota & Harry Woodgate

Stories for Understanding the World

- ☐  **Martha Maps It Out**
Leigh Hodgkinson
- ☐  **Lulu Meets the Bees**
Anna McQuinn & Rosalind Beardshaw
- ☐  **The Rabbit, the Cloud and the Rainy Day**
Nicola O'Byrne
- ☐  **Tad**
Benji Davies

Illustrated Chapter Books

- ☐  **Princess Minna: The Enchanted Forest**
Kirsty Applebaum & Sahar Haghighi
- ☐  **Cat and Dumpling: Home Sweet Home**
Nicola Kent
- ☐  **Bear and Bird**
Jarvis

First Graphic Novels

- ☐  **Meet the Mubbles**
Liz Pichon

Information Books

- ☐  **Wonder World: Earth**
Ben Lerwill & Xuan Le
- ☐  **First Big Book of Why**
Sally Symes, Stephanie Drimmer & Kate Slater
- ☐  **The Super Skeleton**
Dr Roopa Farooki & Viola Wang
- ☐  **A First Book of Dinosaurs**
Simon Mole & Matt Hunt
- ☐  **My Encyclopedia of Very Important Animals**
DK
- ☐  **Recycling Day**
Polly Faber & Klas Fahlen



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